



Bell Principal Announces Retirement After More Than Forty Years Service

Two Jobs Are Left by Mr. Honeychuck

It is unfortunate in many ways that the announcement of the retirement from teaching involving our Mr. Honeychuck has been so completely overshadowed by the much more sudden and unexpected retirement of his superior officer, Principal Charles H. Baltimore. Mr. Joe Honeychuck's retirement, May 31st, after a long period of service to the school system, is in

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Seniors Not Forgotten At Bell V.H.S.

At this time of the year, the attention is generally given to the graduating class. The final issue of The School Paper usually devotes half its space to information about those who are spending their last days at the school.

We trust the Seniors of this year will forgive us for partly by-passing them in devoting so much of this final issue to two leaders of our school whose records of service have meant a great deal to all of them, as well as to us.

As this is being printed, the graduation exercises were being scheduled for the Lincoln Junior High School auditorium on the evening of June 15. The program includes:

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We'll All Miss You



Mr. Charles H. Baltimore

The Greatest Thing in All This World Is Just to Love and Be Loved in Return

These words, written and sung by an oriental musician before most of us knew there was such a person as Charles H. Baltimore, should be forever emblazoned in the sky over our school as the keynote of the man who (after 9 1/2 years of service) has just retired as our principal.

A strange combination of characteristics are blended

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More Than 9 Year Term Ends May 31

Mr. Baltimore, our principal, threw the students and teachers a sharp-breaking curve on Wednesday, May 19, when he announced at the close of the faculty meeting that he was retiring as of May 31. An offer of a position with the National Association of Secondary School Principals was too good to turn down! He will work as coordinator of Urban Affairs.

Charles H. Baltimore came here as our leader in February of 1962, nine and a half years ago, and some time after that

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Ball Team Is Winner By 4 to 2

The Vocats won their first interhigh game of the season in beating Western by four to two in a game played Monday May 24 at Western's stadium.

The Vocats jumped into an early lead in the second inning after the score had been tied with one run each in the first. Three runs went across that plate after Michael Williams, the first man up, hit a double. Then James Williams hit another double, scoring Michael; Dudley hit a third double and James Williams scored. After Tyree grounded out to short,

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THE BELL CRAFTSMAN

A PROJECT OF THE PRINTING CLASSES

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Must All the Doors Open Out?

Somewhere we saw a cartoon a few months ago which showed a man with bowed head, hands behind his back, and tears falling almost in a stream from his eyes. We don't remember the occasion, but we do remember the caption: "My Loss Is Greater Than I Can Bear!"

The Craftsman staff and adviser, still smarting from the loss last year of John H. Williams, Bernard Sewell and Addison Hobbs, feels like in a body joining that poor lonely sorrower of the cartoon and crying out the same words. Now it is Principal Charles H. Baltimore; Cabinet and Millwork instructor and Adult Education Principal, Joseph Honeyshuck; (and we are reliably informed) Mr. John B. Lawrence, Acting Assistant Superintendent of Vocational Education.

The Craftsman has always advocated "The Open Door Policy" and has enjoyed the open door during Mr. Baltimore's regime. Now we are faced with SIX open doors—and we don't like what we see!

The Open Door we have always advocated has opened IN—but these six doors all open OUT. Every one is a distinct LOSS to our school system. Have we been wrong in advocating open doors? When will they begin opening IN again? We're waiting!

Quentin Raps ...

By the time this paper reaches you, most of you will have learned that our beloved principal has retired. As I look over the three years I've been here at Bell I can see that is because of Mr. Baltimore and others like him that I have kept up my interest in the school and the school name. We often have heard him talk about Bell Power and Bell Spirit—but in reality, there is no greater Vocat than Charles H. Baltimore.

Where else in Washington does a school principal take as much interest in his teachers and student body—and where else does an entire school love and respect the principal as is true here at Bell?

My heart goes out to next year's seniors, juniors for they won't have the loving hand to guide them, but even so there will always be the memory of and a part of him—the real Vocat—with us all! — Q. Thomas



We'll All Miss You, Mr. Charles H. Baltimore

(Continued from Page One)

in his personality, some of which seem to be exact opposites of the others, but their co-existence became more and more evident as the succeeding years of his administration passed into history.

Here is . . .

The personal charm of Franklin D. Roosevelt
The homely simplicity of Harry S. Truman
The ability to confidently assign responsibility of Dwight D. Eisenhower
The great idealism of John F. Kennedy
The manipulative skill of Lyndon B. Johnson
The ability to bounce back of Richard Nixon

. . . all wrapped up in one package and labeled

CHARLES H. BALTIMORE

His leadership was the completely polarized opposite of that advocated by his predecessor. It did not take long for students and teachers alike to realize that the "I am the boss" theme had been replaced by "let us all work together." From that basic idea Mr. Baltimore's administration never wavered for a single instant.

With the "one for all and all for one" motif running like the warp upon which the woof-threads of success could be woven, John H. Williams presided as Assistant
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Ball Team Is Winner By 4 to 2

(Continued from Page One)
Dudley went to third. Barnes was next up and singled, scoring Dudley.

That ended the scoring for Bell, although Mike Williams singled again in the third, but died on base.

The team's defensive effort kept the Western team from scoring—only two errors were committed by the Vocats in this game.

James Williams started on the mound, and was relieved by Thomas Conway. He pitched one inning and James Dudley finished the game.

The team showed its exuberance when it returned to the gym. Anyone could tell by the sound that the long drought was ended. We had won. Incidentally, the Senators won that day too, after a long drought.

Of course this story is NOT about the games which went before the big one. Read last issue for that story. It doesn't even mention the final game, the one which followed the BIG VICTORY. Use your imagination—set down a few numbers and call it the end of the season.

It was a glorious victory!

Seniors Not Forgotton At Bell V.H.S.

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Mr. Nelson Roots, member of the Board of Education, will preside and Mr. Luke Moore is guest speaker for the occasion. Kenneth Barnes has the honor of being Valedictorian. Joseph Miree is Salutatorian.

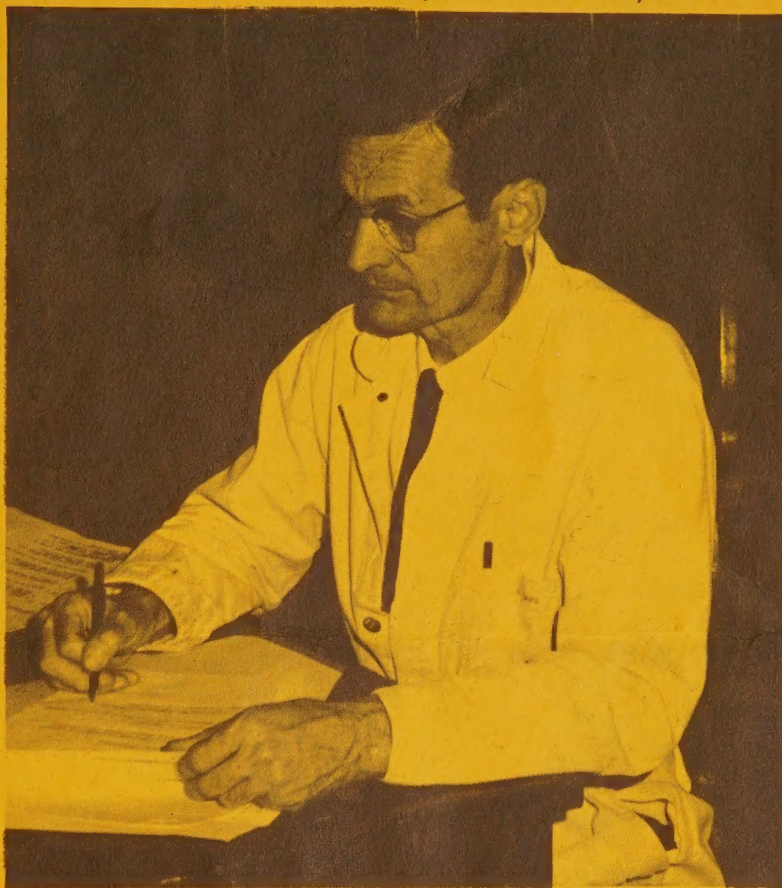
Although retired as of May 31, Mr. Baltimore presents the class to the Board for their diplomas and certificates.

David Bunch, Joseph Miree, Stanley Young, Howard Simon, Roy Bell and Kenneth Barnes were the recipients of awards.

Officers of the class are as follows:

President, Russell Alonzo Washington; Vice President, Joseph Nathaniel Miree; Secretary, Quentin Alexander Thomas; Treasurer, Leon Francis Savage; Sergeant at Arms, Stanley Smith.

Two Jobs Vacated by Mr. Honeychuck



(Continued from Page 1)

itself worthy of a special issue of The Craftsman. He, like Mr. Baltimore, will remain until the end of the school year.

Few people while acting as teachers are able to carry on so many other accomplishments of real value as our retiring wood shop teacher has been able to do. Ask anyone on the joint Apprenticeship Council about Joe Honeychuck and they can talk for an hour about what he has done for them. Turn to the D.C. Vocational Association and a page of The Craftsman would be required to tell about what he has done as committee member and past president of that organization.

One of the greatest tributes that can be paid to any teacher is that he can train one of his students so well that when he graduates and serves in the trade a few years, he is better qualified to come back and teach where he was formerly student than most life-long tradesmen. That is what Mr. Honeychuck did to and for Wallace Cash, the well-liked, capable, and industrious second teacher in Cabinet and Millwork. Guess Mr. Cash may be THE ONE teacher of woodshop for a while during that period of time when the search goes on for someone to fill small (but busy) shoes.

If you want to get something done, just ask a "busy man", and that is what happened when

an assistant principalship opened up in Bell Adult Education (evening) School. Mr. Honeychuck served for a time as assistant principal for 3 evenings a week—then on Mr. Williams' retirement last June, accepted appointment as principal. He has carried on that position (with an assist from Robert Craven) during this school term. Here is another position which must be filled. But is there anyone else "as busy" as Mr. Honeychuck to fill it?

Born in Pennsylvania, Mr. Honeychuck graduated from the Alverton, Pa., high school and received degrees from California State College and the University of Pittsburgh. He also has studied at George Washington, Ohio State and the University of Maryland.

After teaching Wood and Metal Shop in the Keystone State, he took a position at the Central High School in 1947. In 1950 he transferred to the Kramer Junior High and in the year 1952 came to Bell.

Last year he was named the assistant principal at Bell in Adult Education, succeeding to the principalship when John H. Williams retired.

The Craftsman Staff joins with the students in Cabinet & Millwork, the entire student body, and the faculty in wishing Mr. Honeychuck the best of everything that's good during his retirement.

Principal Is Retiring On May 31 Here

(Continued from Page 1)

Mr. John Williams was named Assistant Principal to work with him. No school in the entire District of Columbia had a better administration than the two men, working as a team, provided for Bell Vocational.

There was some friendly wagering between members of the faculty, and even between some of the more discerning members of the student body as to which of the two would retire first. Mr. Williams settled that once and for all when he retired just a year ago. No assistant principal has been named to replace him as of the date of Mr. Baltimore's announced retirement.

Before coming to Bell, Mr. Baltimore had been basketball coach as well as instructor in both mechanical drawing and mathematics before accepting the job as principal at Armstrong Adult Education center—the position he left to assume his duties here. Altogether he has more than forty years of service to the school system behind him.

During his administration, Mr. Baltimore saw Bell reach the heights of its existence in enrollment and athletic achievement. He also saw the meager equipment replaced with up-to-date machines. Sadly, he also saw the decline of the 14th street corridor during the 1968 riots and by his own "let us work together" philosophy has led us through these troubled last years with a minimum of outbreaks and confusion.

His leadership here brought him to the attention of the NASSP, to which he became the first Negro board member. It was from this association that the opportunity for his new employment arose. *Le Droit Park*

Born in ~~the same neighborhood~~ in the same neighborhood as John H. Williams (our former assistant principal), Mr. Baltimore graduated from Armstrong Hi School in Washington and took his teacher training at Minor Teachers College, receiving his Bachelors degree from Howard here in D. C. He studied for his Masters Degree at New York University and took additional courses at George Washington in our city.

"Native son makes good" may be our best final comment.

We'll All Miss You, Mr. Charles H. Baltimore

(Continued From Page Two)

Principal, Leo Miles produced his championship football team, Maxine Rosborough presented a Year Book of which we could all be proud, and the Print Shop gang published everything from a two-page sports extra to an eight page magazine - like Craftsman—just a few examples of the "working together" which dominated the greater part of those wonderful nine and a half years.

There were, however, some things which Mr. Baltimore could not understand, and which he doggedly refused to admit could ever exist:

That anyone could fail to return his friendliness and compassion.

That a single person could even think an evil thought about Bell.

That teachers could call themselves instructors and still be working just for a pay check.

That anyone or anything could ever break down the "esprit de corps" of the Bell faculty.

That the wonderful use of Bell Power and the continued radiation of the Bell Spirit would ever come to an end.

That sometimes an iron hand will get better results than a heart-to-heart talk.

With the dawn of the "Age of Aquarius" Mr. Baltimore saw the protest movement infiltrate the entire school system, but clung unfalteringly to his basic principles. History will record the fact that it was Mr. Baltimore's "love and be loved" philosophy which partly shattered the generation gap and kept us free from the OPEN BREAKS which disrupted so many other schools.

The protest movement barely managed to get a toe-hold at Bell.

Would-be demonstrators were literally "chased" from our doors by the Vocat student body.

During the 14th Street Crisis of 1968 Bell students remained in their building until dismissed and then detoured around the trouble spots enroute home.

Even those faculty members who were becoming disturbed by a relaxing of the stern discipline they advocated, were compelled to admit that this reaction was unique in Washington, and was the direct result of the "camaraderie" Mr. Baltimore had inspired in the student body.

No matter how great the crisis or how critical the situation, every young man at Bell knew he had a REAL FRIEND at the principal's desk, and that no student was ever "guilty until proved innocent" when on trial before Mr. Baltimore. "I know I did wrong," you could hear some errant student say. "Get me a conference with my friend, Mr. Baltimore, and he'll understand; he can straighten me out." How often that very thing happened, students by the dozen can testify.

When everything failed, and some malcontent left "because he didn't belong at Bell," Mr. Baltimore was more deeply hurt than anyone else involved. "Somehow I could

not reach him," our principal would sadly say. "What did I do wrong; what did I fail to do?"

Mr. Baltimore didn't believe in "assemblies for the record," or teacher-meetings just for meeting's sake." In all his dealings with the students and faculty he believed in and practiced the "golden rule" and went "the second mile." In fact, it was often the third mile and the fourth mile with him—and sometimes there were tears in his eyes when the crisis came and there were no more miles to go.

Though sometimes heartsick and hurt to the core over things that happened, Mr. Baltimore seldom displayed any temper, no matter what the provocation. His response was never "He can't do this to me, I'll pull rank on him and fix him good," but instead, "How could he do such a thing?"

His cooperative spirit was so evident that he established a complete rapport with the administration. It was seldom indeed that any request he made was ever denied by headquarters. As a result he saw ill-equipped shops turned into models of up-to-date machinery and organization. He saw people from foreign lands select Bell as the ONE school in Washington which they would visit. He saw students enter our school with reading ability below third grade and graduate into jobs paying over \$3.00 an hour. He saw students with miserable attendance records and unbelievably low marks in the 10th grade advance after graduation until in two years or less they were earning more money than some of the teachers who instructed them.

Unfortunately he also saw the "little tin god" position of principals disappear and the throne from which they ruled with an iron hand completely demolished. In its place he found the leader of a school to be a beleaguered "middle man" caught between the demands of a protesting generation on the one hand and the very uncertain and ever-changing regulations of a school administration that was being completely up-ended by a new society known as "The Age of Aquarius." When the going behavior on the part of the students. At assemblies and and return fired with enthusiasm for Bell. He would see the hall monitors, the unmarked hallway walls, the morally untarnished toilet walls, and the comparatively good behavior on the part of the students. At assemblies and at faculty meetings his passionate insistence that "there is no school, no student body, no faculty, like we have at Bell," has become almost cliché.

The word "retirement" means many things to many people. To Mr. Baltimore it means "an open door" to an enlarged field of service. He ENTERED TO LEARN nine and a half years ago—and now he DEPARTS to SERVE through that same door. He steps forth into a position in which "the entire nation is his classroom."

Preaching to the faculty becomes a counseling service to principals all over America. Guiding a school through its daily problems becomes daily contact with urban affairs and problems everywhere. Hurried motor trips to wordy administrative meetings becomes a series of jet flights whenever urban school affairs demand attention.

That is retirement? Ha! Ha! In Mr. Baltimore's own words, "I'm graduating with the class of '71!" How true that is. They graduate from daily grades to weekly pay checks. He graduates from one school to a thousand or more.

May god guide and bless you Mr. Baltimore and make your graduation from Bell a true commencement (the real meaning of the word) for a nation-wide application of the Golden Rule and fulfillment of your fondest dream.

The greatest thing in all this world

Is just to love and be loved in return!

Public Schools of the District of Columbia

NUMBER OF GRADUATES IN THE TEACHERS COLLEGE, SENIOR HIGH,
AND VOCATIONAL HIGH SCHOOLS FOR THE SCHOOL YEARS
1959-60 THROUGH 1968-69

<u>School Year</u>	<u>Teachers College</u>	<u>Senior High Schools^{a/}</u>	<u>Vocational High Schools</u>
1959-60	117	3,155	444
1960-61	92	3,094	392
1961-62	79	3,031	342
1962-63	69	3,068	439
1963-64	101	3,454	588
1964-65	110	4,154 ^{b/}	521
1965-66	115	4,573 ^{b/}	474
1966-67	120	4,478 ^{b/}	622
1967-68	121	4,673 ^{b/}	581
1968-69	-- ^{c/}	4,819 ^{b/}	575

^{a/} Each year, 50 or more students earn their high school diploma during the summer by completing make-up work. (Not included in these figures.)

^{b/} Includes graduates from the Stay Program: 21 in 1964-1965, 150 in 1965-1966, 200 in 1966-1967, 232 in 1967-1968 and 315 in 1968-1969, but does not include Sharpe Health, V.I.C. and Webster School for girls.

^{c/} D.C. Teachers College is now under the Board of Higher Education and no longer a part of D.C. Board of Education.

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September 3, 1969

Public Schools of the District of Columbia

NUMBER OF GRADUATES IN THE VOCATIONAL HIGH SCHOOLS --
FOR THE SCHOOL YEARS 1959-60 THROUGH 1968-69

School	1959- 1960	1960- 1961	1961- 1962	1962- 1963	1963- 1964	1964- 1965	1965- 1966	1966- 1967	1967- 1968	1968- 1969
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Bell	31	21	57	65	74	76	77	104	109	102
Burdick	48	54	50	71	61	89	75	105	91	89
Chamberlain	121	116	89	111	144	106	103	129	102	132
Phelps	94	80	73	74	126	120	122	144	142	142
Washington	150	121	73	118	183	130	97	140	137	110
Total ^{a/}	444	392	342	439	588	521	474	622	581	575

a/ Each year, 15 or more students earn their vocational high school diploma during the summer by completing make-up work. (Not included in these figures).

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Public Schools of the District of Columbia

NUMBER OF GRADUATES IN THE SENIOR HIGH SCHOOLS FOR THE
SCHOOL YEARS 1959-60 THROUGH 1968-69

School	1959- 1960	1960- 1961	1961- 1962	1962- 1963	1963- 1964	1964- 1965	1965- 1966	1966- 1967	1967- 1968	1968- 1969
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Anacostia	388	375	231	256	289	321	346	338	351	376
Ballou	--	--	206	231	235	283	292	287	279	262
Cardozo	232	239	201	211	241	330	355	371	338	338
Coolidge	397	341	313	306	325	359	438	464	428	480
Dunbar	227	200	189	180	234	302	347	358	350	313
Eastern	376	412	395	368	466	596	613	546	575	609
McKinley	381	434	385	327	397	524	547	488	637	637
Roosevelt	198	221	274	251	285	365	436	391	358	385
Spingarn	286	257	263	267	319	306	389	295	316	301
Western	226	220	211	235	251	309	293	330	367	375
Wilson	444	395	363	436	412	438	367	410	442	428
Total ^{a/}	3,155	3,094	3,031	3,068	3,454	4,133	4,423	4,278	4,441	4,504

a/ Each year, 50 or more students earn their high school diploma during the summer by completing make-up work. (Not included in these figures.)

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Public Schools of the District of Columbia

PROMOTIONS AND NON-PROMOTIONS IN THE ELEMENTARY SCHOOLS
FOR THE SCHOOL YEAR ENDING JUNE 12, 1969

Grade	Number belonging 6/12/69	Promoted		Not Promoted	
		Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)
Regular grades					
Pre-Kindergarten.....	1,816	1,799	99.1	17	.9
Kindergarten.....	11,348	11,314	99.7	34	.3
Grade 1.....	14,803	13,272	89.7	1,531	10.3
Grade 2.....	16,161	15,099	93.4	1,062	6.6
Grade 3.....	13,355	12,618	94.5	737	5.5
Grade 4.....	12,094	11,640	96.2	454	3.8
Grade 5.....	11,469	11,085	96.7	384	3.3
Grade 6.....	11,680	11,571	99.1	109	.9
Total.....	92,726	88,398	95.3	4,328	4.7
Special education ^{a/}					
Hearing Conservation.....	35	35	100.0		
Occupational.....	82	82	100.0		
Orthopedically Handicapped.....	145	145	100.0		
Social Adjustment.....	158	145	91.8	13	8.2
Visiting Instruction.....	191	191	100.0		

^{a/} Classes for Children with learning difficulties and the Severely Mentally Retarded are omitted from this table because the usual concepts of promotion and non-promotions do not apply to them.

NOTE:

There are no separate classes for Braille and Sight Conservation; these pupils are now included with the regular pupils.

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Public Schools of the District of Columbia

PERCENTAGE OF NON-PROMOTIONS, BY GRADES, IN THE REGULAR CLASSES OF THE ELEMENTARY SCHOOLS, 1961-62 THROUGH 1968-69

Grade	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pre-Kindergarten....	--	--	--	--	--	--	--	.9
Kindergarten.....	.8	2.6	2.6	2.0	1.7	1.7	.5	.3
Grade 1								
Regular.....	11.2	10.7	13.8	10.6	8.3	8.8	9.9	10.3
Junior Primary...	.2	.4	.4	.6	.3	1.2		
Grade 2.....	7.1	6.6	11.1	10.4	7.1	6.9	6.2	6.6
Grade 3.....	6.7	6.2	11.3	10.1	6.3	4.7	6.2	5.5
Grade 4.....	7.8	7.1	11.1	10.1	6.9	5.8	5.8	3.8
Grade 5.....	8.1	7.3	11.1	8.4	6.3	4.5	5.2	3.3
Grade 6.....	6.1	6.1	8.0	6.2	3.0	1.9	2.2	.9
Total.....	6.8	6.6	9.8	8.0	5.5	4.9	5.5	4.7

a/Junior Primary was discontinued in 1967-68.

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Public Schools of the District of Columbia

PASSING AND FAILING MARKS RECEIVED BY PUPILS IN THE
JUNIOR AND SENIOR HIGH SCHOOLS, SCHOOL YEAR -- 1967 - 1968

OFFICE OF EXECUTIVE SECRETARY

APR 29 1969

BOARD OF EDUCATION, D.C.

Prepared by

Department of Automated Information Systems
Statistical Office
April 25, 1969

Table 1.--Summary of Passing and Failing Marks Received in
the Twelve Major Subject Fields, School Year 1967-68^{a/}

Subject field	Junior high schools			Senior high schools		
	Number enrolled 6/13/68	Percent passing	Percent failing	Number enrolled 6/13/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Art.....	22,991	91.7	8.3	2,089	93.7	6.3
Business Education..	15,020	87.1	12.9	11,552	86.7	13.3
English.....	35,729	86.8	13.2	18,364	89.1	10.9
Home Economics.....	12,021	91.9	8.1	3,195	92.5	7.5
Industrial Arts.....	12,759	89.2	10.8	2,985	89.8	10.2
Latin.....	875	92.6	7.4	514	89.7	10.3
Mathematics.....	27,259	83.6	16.4	9,505	78.7	21.3
Modern Languages....	7,087	90.9	9.1	6,399	84.5	15.5
Music.....	25,177	92.3	7.7	2,914	93.7	6.3
Physical Education..	37,408	86.7	13.3	28,663	88.5	11.5
Science.....	24,670	87.5	12.5	9,683	84.7	15.3
Social Studies.....	33,419	86.8	13.2	15,973	88.6	11.4
All fields.....	254,415	88.0	12.0	111,836	87.4	12.6

^{a/} Sources: For Tables 1-6 the basic data were obtained from the regular failure reports and attendance reports submitted by all secondary schools.

Table 2.--Passing Marks Received by the Pupils of Each Junior High School
in the Twelve Major Subject Fields, School Year, 1967-68

School	(1)	Total membership, 6/14/68	Art		Business education		English		Home economics	
			Number enrolled ^{a/}	Percent passing	Number enrolled ^{a/}	Percent passing	Number enrolled ^{a/}	Percent passing	Number enrolled ^{a/}	Percent passing
		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Backus.....		959	204	98.5	494	91.1	1,292	93.4	202	97.5
Banneker.....		820	547	90.7	373	85.8	1,365	89.1	299	89.0
Browne.....		1,161	528	86.9	694	86.6	1,247	83.7	668	89.8
Deal.....		1,187	1,021	95.1	366	95.9	1,237	96.9	221	100.0
Douglas.....		1,204	549	84.9	708	79.4	1,202	79.1	615	93.3
Eliot.....		1,219	1,801	95.3	593	90.2	1,252	92.3	244	97.5
Evans.....		856	476	83.2	767	82.9	1,323	81.4	244	88.1
Francis.....		735	714	90.8	404	86.6	1,122	84.9	359	91.1
Garnet-Patterson.....		790	532	95.9	433	90.5	801	86.6	235	89.4
Gordon.....		865	680	97.4	314	91.4	856	95.7	292	95.9
Hart.....		1,615	1,078	91.3	1,214	82.7	2,097	83.3	885	91.1
Hine.....		963	396	93.4	472	82.8	1,361	81.9	344	92.7
Jefferson.....		667	632	97.3	250	90.4	797	96.3	357	100.0
Kramer.....		1,124	894	97.5	596	83.9	1,943	89.0	658	96.0
Langley.....		1,125	961	83.9	447	96.0	1,313	88.4	258	93.8
Lincoln.....		1,223	507	89.7	646	81.7	1,299	82.2	677	87.3
Macfarland.....		920	924	89.8	653	79.6	1,052	86.6	386	93.3
Miller.....		1,032	989	85.1	480	80.0	936	77.6	362	89.2
Paul.....		1,190	1,150	97.8	491	87.6	1,406	90.5	382	99.2
Rabaut.....		1,428	984	94.4	1,043	96.2	1,866	94.4	593	95.4
Randall.....		918	855	82.6	200	84.0	1,714	75.9	657	71.8
Roper.....		1,265	1,351	91.2	471	89.2	1,298	87.5	652	94.3
Shaw.....		1,206	644	85.6	504	86.1	1,246	79.5	229	87.3
Sousa.....		1,183	1,083	91.0	744	90.2	1,276	86.6	480	97.3
Stuart.....		820	826	95.2	574	86.6	960	87.0	273	91.9
Taft.....		1,009	1,049	86.1	286	93.7	1,205	88.4	582	95.4
Terrell.....		918	865	95.7	394	83.5	1,180	83.1	428	85.3
Woodson.....		1,001	751	97.7	409	96.8	1,083	93.7	439	95.0
All schools.....		29,403	22,991	91.7	15,020	87.1	35,729	86.8	12,021	91.9

^{a/} The number of actual enrollments in specific courses on June 14, 1968.

Table 2.--Passing Marks Received by the Pupils of Each Junior High School
in the Twelve Major Subject Fields, School Year 1967-68
(Continued)

School (1)	Industrial arts		Latin		Mathematics		Modern Languages		Music	
	Number enrolled	Percent passing	Number enrolled	Percent passing	Number enrolled	Percent passing	Number enrolled	Percent passing	Number enrolled	Percent passing
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Backus.....	129	97.7	94	91.5	893	93.7	199	91.0	687	97.4
Banneker.....	338	84.6	--	--	733	86.1	180	95.0	631	98.4
Browne.....	467	87.4	81	98.8	1,093	83.4	398	86.2	1,031	91.7
Deal.....	297	93.9	177	83.6	1,188	92.0	637	93.9	1,089	97.9
Douglass.....	770	89.0	10	70.0	1,044	77.6	196	92.9	655	92.8
Eliot.....	732	94.8	12	100.0	1,125	90.7	301	100.0	700	99.3
Evans.....	324	87.3	--	--	1,167	84.2	140	92.1	624	94.9
Francis.....	537	92.7	43	95.3	784	83.0	176	92.6	919	89.8
Garnet-Patterson...	376	82.4	66	100.0	700	83.7	67	95.5	980	90.3
Gordon.....	249	91.6	72	90.3	863	87.4	262	92.7	688	98.8
Hart.....	868	77.9	--	--	1,483	76.7	375	81.6	1,577	87.8
Hine.....	332	94.3	--	--	745	82.4	123	81.3	546	85.9
Jefferson.....	214	100.0	--	--	665	93.8	361	93.6	665	99.1
Kramer.....	675	92.9	--	--	997	80.7	257	93.4	1,060	92.1
Langley.....	385	89.1	16	100.0	1,022	81.5	292	83.9	742	94.5
Lincoln.....	424	83.5	4	100.0	1,035	80.8	226	85.0	1,233	79.3
Macfarland.....	344	92.7	--	--	874	83.6	179	92.7	849	85.9
Miller.....	475	86.5	--	--	815	81.2	408	77.7	732	95.2
Paul.....	277	94.9	187	95.7	1,117	89.3	305	90.2	1,140	97.2
Rabaut.....	627	84.7	99	96.0	1,113	89.2	329	99.1	1,037	98.6
Randall.....	557	96.9	--	--	891	70.3	118	100.0	461	85.2
Roper.....	402	90.5	--	--	1,216	84.5	170	92.9	1,168	90.7
Shaw.....	318	87.1	--	--	1,131	73.7	205	93.2	1,012	94.7
Sousa.....	714	81.5	14	78.6	1,193	83.5	326	96.3	1,198	92.7
Stuart.....	510	89.4	--	--	646	73.4	149	83.2	886	83.1
Taft.....	408	91.2	--	--	939	85.9	190	94.7	1,202	94.6
Terrell.....	584	92.5	--	--	848	76.7	209	82.8	928	88.5
Woodson.....	426	93.2	--	--	939	92.2	309	98.1	737	95.1
All schools.....	12,759	89.2	875	92.6	27,259	83.6	7,087	90.8	25,177	92.3

(continued on next page)

Table 2.---Passing Marks Received by the Pupils of Each Junior High School
in the Twelve Major Subject Fields, School Year 1967-68 -- (Continued)

School (1)	Physical education			Science			Social Studies			All subject fields		
	Number enrolled (2)	Percent passing (3)		Number enrolled (4)	Percent passing (5)		Number enrolled (6)	Percent passing (7)		Number enrolled (8)	Percent passing (9)	
Backus.....	1,102	96.9		867	97.5		1,119	98.1		7,282	95.6	
Banneker.....	1,006	88.4		565	89.7		956	90.9		6,993	89.7	
Browne.....	1,572	86.6		884	85.3		1,365	83.7		10,028	86.3	
Deal.....	1,550	98.7		1,147	93.7		1,257	93.5		10,187	95.3	
Douglass.....	1,626	80.8		857	78.5		1,588	84.1		9,820	83.2	
Eliot.....	1,262	86.2		917	91.6		1,350	95.5		10,289	93.1	
Evans.....	1,084	80.6		1,068	82.3		1,019	84.0		8,236	84.0	
Francis.....	942	88.7		673	85.4		806	80.9		7,479	87.2	
Garnet-Patterson.....	1,016	86.3		601	90.3		1,008	85.3		6,815	88.0	
Gordon.....	1,034	96.0		716	93.3		774	95.6		6,800	94.2	
Hart.....	2,233	74.4		1,285	83.3		1,783	79.9		14,878	82.0	
Hine.....	1,255	83.6		713	87.0		1,228	88.4		7,515	85.7	
Jefferson.....	667	96.4		579	94.5		641	89.7		5,828	95.5	
Kramer.....	1,493	91.9		972	86.8		1,144	86.3		10,689	89.7	
Langley.....	1,308	89.6		938	86.5		1,099	92.9		8,781	88.6	
Lincoln.....	1,562	76.7		1,356	85.8		1,215	82.7		10,184	82.2	
Macfarland.....	1,199	81.9		930	83.5		1,272	78.9		8,662	84.6	
Miller.....	1,235	78.6		738	82.0		1,216	73.4		8,386	81.4	
Paul.....	1,464	94.6		1,212	95.3		1,380	94.9		10,511	94.0	
Rabaut.....	1,862	95.2		1,063	92.0		1,679	92.1		12,295	93.7	
Randall.....	1,271	75.8		777	72.6		1,106	80.6		8,607	78.3	
Roper.....	1,540	91.2		1,396	90.5		1,760	87.8		11,424	89.5	
Shaw.....	1,450	81.9		769	86.5		1,139	82.6		8,647	83.6	
Sousa.....	1,612	84.4		836	90.6		1,311	86.3		10,787	88.0	
Stuart.....	1,092	86.1		708	82.1		922	82.9		7,546	85.4	
Taft.....	1,437	90.3		645	88.8		1,238	84.6		9,181	89.4	
Terrell.....	1,272	83.0		627	79.4		885	83.8		8,220	85.0	
Woodson.....	1,262	95.2		831	90.7		1,159	93.3		8,345	94.3	
All schools.....	37,408	86.7		24,670	87.5		33,419	86.8		254,415	88.0	

Table 3.---Passing Marks Received by the Pupils of Each Senior High School
in the Twelve Major Subject Fields, School Year 1967-68

School (1)	Total membership, 6/14/68 (2)	Art		Business education		English		Home economics	
		Number enrolled ^{a/} (3)	Percent passing (4)	Number enrolled ^{a/} (5)	Percent passing (6)	Number enrolled ^{a/} (7)	Percent passing (8)	Number enrolled ^{a/} (9)	Percent passing (10)
Anacostia.....	1,395	112	96.4	1,134	88.9	1,627	87.1	279	94.3
Ballou.....	1,387	153	98.0	1,190	90.9	1,333	84.8	324	90.4
Cardozo.....	1,416	212	73.6	1,241	86.4	1,219	85.4	175	89.1
Coolidge.....	1,594	183	91.3	850	87.4	1,557	90.9	348	91.1
Dunbar.....	1,019	98	96.9	565	89.7	1,335	87.9	230	97.0
Eastern.....	2,180	105	100.0	1,691	85.4	2,599	88.8	502	91.4
McKinley.....	2,278	291	97.3	1,332	84.0	2,375	92.6	467	90.1
Roosevelt.....	1,267	86	90.7	853	85.5	1,492	93.0	205	95.6
Spingarn.....	1,407	233	90.6	1,397	83.0	1,591	78.9	260	95.4
Western.....	1,377	233	98.3	767	87.5	1,537	90.3	132	79.5
W. Wilson.....	1,523	383	97.9	532	89.7	1,699	96.3	273	100.0
All schools.....	16,843	2,089	93.7	11,552	86.7	18,364	89.1	3,195	92.5

^{a/} The number of actual enrollments in specific courses on June 14, 1968.

Table 3.--Passing Marks Received by the Pupils of Each Senior High School
in the Twelve Major Subject Fields, School Year 1967-68
(Continued)

School (1)	Industrial arts		Latin		Mathematics		Modern languages		Music	
	Number enrolled	Percent passing	Number enrolled	Percent passing	Number enrolled	Percent passing	Number enrolled	Percent passing	Number enrolled	Percent passing
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Anacostia.....	144	86.1	--	--	684	78.9	362	87.8	144	97.2
Ballou.....	158	82.9	--	--	400	65.0	387	92.5	279	95.7
Cardozo.....	291	86.3	25	88.0	580	81.9	297	87.9	168	95.2
Coolidge.....	271	85.6	42	64.3	1,053	79.4	680	74.7	222	94.6
Dunbar.....	66	90.9	23	91.3	676	82.0	296	80.7	191	95.8
Eastern.....	388	86.3	49	79.6	1,161	73.9	832	85.0	206	87.9
McKinley.....	600	94.8	42	100.0	1,551	80.8	1,034	83.4	346	92.2
Roosevelt.....	170	85.9	68	91.2	730	82.2	456	88.6	245	95.1
Spingarn.....	267	85.0	31	80.6	827	71.2	441	69.6	147	79.6
Western.....	217	91.7	102	94.1	803	80.9	682	83.0	207	84.5
W. Wilson.....	413	98.8	132	96.2	1,040	83.0	932	94.1	759	98.0
All schools.....	2,985	89.8	514	89.7	9,505	78.7	6,399	84.5	2,914	93.7

(Continued on next page)

Table 3.---Passing Marks Received by the Pupils of Each Senior High School
in the Twelve Major Subject Fields, School Year 1967-68 --- (Continued)

School (1)	Physical education			Science			Social Studies			All subject fields		
	Number enrolled	Percent passing	(2)	Number enrolled	Percent passing	(3)	Number enrolled	Percent passing	(4)	Number enrolled	Percent passing	(5)
Anacostia.....	1,480	89.1		795	90.2		1,215	88.7		7,976	88.2	
Ballou.....	2,038	89.0		841	76.5		1,724	90.4		8,827	87.1	
Cardozo.....	1,724	82.3		752	86.4		1,625	82.3		8,309	84.3	
Coolidge.....	3,715	83.6		908	86.5		1,195	88.4		11,024	85.3	
Dunbar.....	1,891	90.7		628	88.1		328	86.0		6,327	88.6	
Eastern.....	2,947	84.3		1,036	80.4		2,089	86.7		13,605	85.0	
McKinley.....	4,117	93.1		1,435	84.6		1,811	93.0		15,401	89.6	
Roosevelt.....	1,213	94.8		731	87.7		1,020	91.7		7,269	90.3	
Spingarn.....	2,682	81.1		787	71.8		1,817	83.5		10,480	80.1	
Western.....	2,837	86.4		770	85.5		1,449	88.1		9,736	87.0	
W.Wilson.....	4,019	97.3		1,000	94.2		1,700	95.1		12,882	95.1	
All schools.....	28,663	88.6		9,683	84.7		15,973	88.6		111,836	87.4	

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68--(Continued)

Subject and school level	Number enrolled, 6/14/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)
<u>ART</u>			
Junior high:			
Art, 7th Grade.....	8,814	90.4	9.6
Art, 8th Grade.....	7,742	91.1	8.9
Art, 9th Grade.....	6,435	94.1	5.9
Senior high:			
Art, 1.....	1,349	92.3	7.7
Art, 2.....	375	94.4	5.6
Art, 3.....	243	99.2	.8
Advanced Art.....	25	100.0	--
Major Art, 1.....	50	96.0	4.0
Major Art, 2.....	32	93.7	6.3
Major Art, 3.....	15	93.3	6.7
<u>BUSINESS EDUCATION</u>			
Junior high:			
Fundamental of Business.....	3,033	77.8	22.2
General Business.....	3,208	89.1	10.9
Commercial Arithmetic.....	2,259	87.5	12.5
Typewriting (Exploratory).....	1,167	88.7	11.3
Typewriting (Personal).....	2,309	92.5	7.5
Typewriting, 1.....	2,876	89.1	10.9
Business Information.....	104	98.1	1.9
World of Work.....	64	81.2	18.8
Senior high:			
Banking.....	221	98.6	1.4
Bookkeeping, 1.....	934	83.2	16.8
Bookkeeping, 2.....	209	93.3	6.7
Business Communications.....	169	85.2	14.8
Business Information.....	196	83.7	16.3
Business Mathematics.....	24	87.5	12.5
Cooperative Office Education.....	57	100.0	--
Introduction to Data Processing.....	35	97.1	2.9
Distributive Education, 1.....	376	87.5	12.5
Distributive Education, 2 (Project).....	100	99.0	1.0
Distributive Education, 2 (Cooperative).....	59	94.9	5.1
Job Conditioning, (Cooperative).....	105	92.4	7.1
Job Conditioning, (Non-Cooperative).....	24	66.7	33.3
Office Assistant.....	123	100.0	--
Office Machines.....	991	94.0	6.0
Office Practice (Clerical).....	367	95.1	4.9
Record keeping.....	1,796	81.0	19.0
School Store Assistant.....	32	100.0	--
Shorthand.....	819	86.4	13.6
Shorthand Transcription.....	193	95.3	4.7
Typewriting, 1.....	2,106	83.4	16.6
Typewriting, 1A.....	986	82.0	18.0
Typewriting, 2.....	1,473	89.6	10.4

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68 -- (Continued)

Subject and school level (1)	Number enrolled, 6/14/68 (2)	Percent passing (3)	Percent failing (4)
<u>BUSINESS EDUCATION- CONT.</u>			
Senior high: (Cont.)			
Business Skills.....	104	87.5	12.5
Business Lab. (Vocational Rehabilitation)....	53	88.7	11.3
<u>ENGLISH</u>			
Junior high:			
English, 7th Grade.....	12,080	84.1	15.9
English, 8th Grade.....	10,217	85.9	14.1
English, 9th Grade.....	8,176	90.8	9.2
Reading.....	241	88.4	11.6
Reading, 7th Grade.....	674	91.1	8.9
Reading, Improvement, 7th Grade.....	5	60.0	40.0
Reading, Incentive.....	97	100.0	--
Reading, Incentive, Seminar, 7th Grade.....	232	94.0	6.0
Reading, 8th Grade.....	1,255	87.0	13.0
Reading, Incentive, 8th Grade.....	43	100.0	--
Reading, Incentive, Seminar, 8th Grade.....	7	100.0	--
Reading, Improvement, 8th Grade.....	15	80.0	20.0
Reading, 9th Grade.....	79	94.9	5.1
Reading, Incentive, Seminar, 9th Grade.....	51	96.1	3.9
Reading, Remedial.....	152	81.6	18.4
Reading, Skills.....	648	84.3	15.7
Study Skills.....	362	90.6	9.4
Study Skills, 7th Grade.....	185	97.8	2.2
Speech.....	946	84.5	15.5
Speech, 8th Grade.....	29	96.6	3.4
Communication Laboratory, 8th Grade.....	135	88.1	11.9
Creative Writing.....	24	100.0	--
English as a 2nd Language.....	20	100.0	--
Mind Program, (Basic Skills).....	10	100.0	--
Journalism.....	46	100.0	--
Senior high:			
English, 10th Grade.....	6,203	85.2	14.8
English, 11th Grade.....	5,670	89.1	10.9
English, 12th Grade.....	4,846	92.9	7.1
Journalism.....	245	94.7	5.3
Speech.....	259	94.6	5.4
Reading.....	673	88.7	11.3
Advanced Composition.....	118	93.2	6.8
Advanced Grammar.....	140	99.3	.7
World Literature.....	112	95.5	4.5
Creative Writing.....	4	100.0	--
English Skills	18	88.9	11.1
English As a Second language.....	32	93.7	6.3
Drama.....	44	95.5	4.5

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68 -- (Continued)

Subject and school level	Number enrolled, 6/14/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)
<u>HOME ECONOMICS</u>			
Junior high:			
Homemaking, (Clothing), 7th Grade, 1 sem.....	4,602	91.9	8.1
Homemaking, (Foods), 7th Grade, 1 sem.....	3,412	92.7	7.3
Homemaking, (General), 8th Grade, 1 sem.....	2,495	91.0	9.0
Homemaking, (Elective)Clothing, 9th Gr. 1 Yr...	485	89.1	10.9
Homemaking, (Elective)Foods, 9th Gr. 1 Yr.....	353	92.6	7.4
Homemaking, (Elective)General, 9th Gr.1 Yr.....	208	93.7	6.3
Homemaking, 7th Grade, 1 semester.....	9	88.9	11.1
Homemaking, (General), 7th Gr. 1 semester.....	64	90.6	9.4
Homemaking, (Foods), General, 8th Grade, 1 sem..	35	82.9	17.1
Homemaking, (Foods),8th Grade, 1 semester.....	41	92.7	7.3
Homemaking, (Clothing),Elective, 8th Gr. 1 Sem...	57	86.0	14.0
Homemaking, 8th Grade, 1 semester.....	115	87.0	13.0
Homemaking, (Elective),Foods, 9th Gr., 1 sem....	25	96.0	4.0
Homemaking, (Clothing), 9th Grade, 1 Yr.....	3	100.0	--
Homemaking, (Elective) 9th Grade.....	19	100.0	--
Personal and Family Living, 8th Grade.....	98	100.0	--
Senior High:			
Foods, 1 Year.....	852	92.3	7.7
Clothing, 1 year.....	1,311	92.2	7.8
Child Study, 1 semester.....	343	91.0	9.0
Home Management, 1 semester.....	340	90.3	9.7
Clothing, II.....	82	97.6	2.4
Clothing, 1 semester.....	168	100.0	--
Foods, II.....	36	88.9	11.1
Family Living.....	35	91.4	8.6
Home Nursing.....	28	100.0	--
<u>INDUSTRIAL ARTS</u>			
Junior high:			
Electricity, I.....	507	90.5	9.5
Electricity, II.....	316	87.7	12.3
Electricity, 9th Grade.....	34	94.1	5.9
General Shop, I.....	760	90.1	9.9
General Shop, II.....	508	95.1	4.9
General Shop, 7A.....	125	100.0	--
General Shop, 8A.....	89	100.0	--
Graphic Arts, I.....	1,014	90.7	9.3
Graphic Arts, II.....	684	89.9	10.1
Graphic Arts, (Major Class).....	27	92.6	7.4
Mechanical Drawing, I.....	1,109	84.5	15.5
Mechanical Drawing, II.....	408	96.8	3.2
Mechanical Drawing.....	130	96.2	3.8
Metalcrafts, I.....	1,388	86.1	13.9
Metalcrafts, II.....	763	87.3	12.7
Metalcrafts, 7th Grade, II.....	83	90.4	9.6

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68 -- (Continued)

Subject and school level	Number enrolled, 6/14/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)
<u>INDUSTRIAL ARTS- (CONT.)</u>			
Junior high: (Cont.)			
Metalcrafts, 9th Grade.....	17	100.0	--
Metalcrafts, Major Class.....	23	91.3	8.7
Leather Technology, I.....	60	91.7	8.3
Leather Technology, II.....	45	91.1	8.9
Printing.....	89	96.6	3.4
Printing, I.....	133	93.2	6.8
Printing, II.....	8	87.5	12.5
Printing, 7A.....	254	88.2	11.8
Printing, 8th Grade, II.....	37	91.9	8.1
Printing, 9th Grade.....	38	86.8	13.2
Shoe Repairing, 7th Grade.....	121	80.2	19.8
Shoe Repairing, 8th Grade.....	61	88.5	11.5
Shoe Repairing, 9th Grade.....	18	94.4	5.6
Woodworking, I.....	2,050	88.3	11.7
Woodworking, II.....	1,175	88.9	11.1
Woodworking, I, 7A.....	183	90.7	9.3
Woodworking, II, 8A.....	195	84.6	15.4
Woodworking, I, 8th Grade.....	48	87.5	12.5
Woodworking, II, semester, 9th Grade.....	140	90.7	9.3
Woodworking, Major Class.....	37	83.8	16.2
Woodworking, Major Class, 9th Grade.....	45	97.8	2.2
Woodworking, 2 sems., Double Period, 9th Gr..	22	86.4	13.6
Woodworking, III, 9th Grade.....	15	100.0	--
Senior high:			
Building Maintenance.....	18	72.2	27.8
Diversified Occupations, I.....	37	83.8	16.2
Diversified Occupations, II.....	38	92.1	7.9
Drafting, Architectural, I.....	16	93.7	6.3
Drafting, Architectural, II.....	100	96.0	4.0
Drafting, Mechanical, I.....	690	89.1	10.9
Drafting, Mechanical, II.....	117	92.3	7.7
Electricity, Electronics, I.....	168	88.7	11.3
Electricity, Electronics, II.....	111	91.0	9.0
Electricity, Electronics, III.....	43	100.0	--
General Crafts, Laboratory.....	64	100.0	--
General Shop, I.....	28	92.9	7.1
General Shop, II.....	7	85.7	14.3
Graphic Arts, I.....	476	90.5	9.5
Graphic Arts, II.....	139	95.7	4.3
Graphic Arts, III.....	52	100.0	--
Machine Shop, I.....	88	95.5	4.5
Machine Shop, II.....	31	93.5	6.5
Printing.....	62	66.1	33.9
Printing, Composition and Press Work, I.....	64	79.7	20.3
Printing, Composition and Press Work, II.....	5	80.0	20.0
Printing, Composition, and Press Work, III..	2	100.0	--
Printing-Offset, I.....	3	100.0	--

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68 -- (Continued)

Subject and school level	Number enrolled, 6/14/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)
<u>INDUSTRIAL ARTS-- (CCNT.)</u>			
Senior high (Cont.)			
Shop Maintenance.....	16	93.7	6.3
Woodworking.....	88	100.0	--
Woodworking, I,II,III.....	88	81.8	18.2
Woodworking and Plastic Technology, I.....	263	85.6	14.4
Woodworking and Plastic Technology, II.....	132	85.6	14.4
Woodworking and Plastic Technology, III.....	39	94.9	5.1
<u>LATIN</u>			
Junior high:			
Latin, Regular, 7th Grade.....	33	87.9	12.1
Latin, Regular, 8th Grade.....	56	98.2	1.8
Latin, Regular, 9th Grade.....	194	93.8	6.2
Latin, 2 semester course, 7th Grade.....	146	97.3	2.7
Latin, 2 semester course, 8th Grade.....	302	88.4	11.6
Latin, FLES, 7th Grade.....	144	93.7	6.3
Senior high:			
Latin, 1.....	166	84.3	15.7
Latin, 2.....	185	86.5	13.5
Latin, 3.....	106	99.1	.9
Latin, 4.....	40	97.5	2.5
Latin, 5.....	17	100.0	--
<u>MATHEMATICS</u>			
Junior high:			
Mathematics, 7th Grade.....	11,612	81.5	18.5
Mathematics, 8th Grade.....	9,130	82.2	17.8
Remedial Arithmetic.....	287	92.0	8.0
General Mathematics, 9th Grade.....	2,351	85.1	14.9
Introduction to Algebra, (First half of a two- year sequence.).....	208	80.3	19.7
Elementary Algebra, 8th Grade.....	81	100.0	--
Elementary Algebra, 9th Grade.....	215	97.7	2.3
Elementary Algebra	2,036	94.4	5.6
Elementary Algebra - Sequence 2nd half-2 yrs..	111	82.9	17.1
Foundation Algebra, 9th Grade.....	35	91.4	8.6
Plane and Solid Geometry, 9th Grade.....	395	99.7	.3
General Mathematics.....	505	79.0	21.0
Business Arithmetic, 9th Grade.....	72	87.5	12.5
Arithmetic, 9th Grade.....	212	85.4	14.6
Remedial Arithmetic, 7th Grade.....	9	100.0	--
Senior high:			
Fundamentals of Mathematics.....	258	69.8	30.2
Remedial Mathematics (Fundamentals).....	14	57.1	42.9
Remedial Mathematics.....	40	80.0	20.0
Applied Mathematics.....	1,519	74.0	26.0
Pre-Algebra.....	223	73.1	26.9

Table 4.--Passing and Failing Marks Received in Each Specific Course, 13 -
School Year 1967-68 -- (Continued)

Subject and school level (1)	Number enrolled, 6/14/68 (2)	Percent passing (3)	Percent failing (4)
MATHEMATICS --(CONT.)			
Senior high --(Cont.)			
Pre-Algebra (Arithmetic).....	15	86.7	13.3
Introduction to Algebra (first half of two - year sequence).....	330	75.2	24.8
Elementary Algebra (second half of the two- year sequence).....	22	81.8	18.2
Elementary Algebra.....	1,885	73.3	26.7
Elementary Functions, 12th Grade.....	19	100.0	--
Elementary Functions, one semester.....	16	100.0	--
Elementary Functions and Analytic Geometry (Modern Introduction).....	14	100.0	--
Plane Geometry.....	2,437	79.4	20.6
Plane and Solid Geometry.....	418	78.2	21.8
Solid Geometry, one semester.....	12	100.0	--
Advanced Algebra, 1 semester.....	74	93.2	6.8
Intermediate Algebra.....	1,350	83.6	16.4
Intermediate Algebra, (intensive).....	143	98.6	1.4
Intermediate Algebra, (MSG).....	20	90.0	10.0
Unified Trig. and Advanced Algebra.....	259	91.1	8.9
Unified Trig. and Adv. (intensive) Algebra...	40	100.0	--
Unified Algebra Trig. (Vance)	27	100.0	--
Trigonometry.....	54	77.8	22.2
Trigonometry one semester.....	30	80.0	20.0
Pre-calculus Mathematics.....	18	100.0	--
Analytic Geometry - one semester.....	16	100.0	--
Computer Mathematics.....	5	100.0	--
Shop Arithmetic.....	104	81.7	18.3
Introduction to Calculus.....	17	100.0	--
Elements of Analytic Geometry and Calculus...	23	87.0	13.0
College Algebra.....	15	93.3	6.7
Applied Math. and Adv. Gen. Math. 12th Grade.	49	95.9	4.1
Surveying.....	39	100.0	--
MODERN LANGUAGES			
Junior high:			
French Regular, 7th Grade.....	258	95.7	4.3
French 1, 7th Grade.....	34	97.1	2.9
French 2, 7th Grade.....	53	94.3	5.7
French, 2 semester course, 7th Grade.....	31	96.8	3.2
French, FLES, 7th Grade.....	105	98.1	1.9
French Regular, 2 semester course, 7th Gr...	44	90.9	9.1
Exploratory, 7th Grade.....	31	77.4	22.6
French, (French 1), 9th Grade.....	990	93.5	6.5
French, (French 2), 9th Grade.....	279	99.3	.7
French, (French 1), 8th Grade.....	274	93.8	6.2
French, one semester course, 8th Grade.....	47	78.7	21.3
French, two semester course, 8th Grade.....	1,354	91.4	8.6
Spanish Regular, 7th Grade.....	206	98.1	1.9
Spanish 1, 7th Grade.....	63	96.8	3.2

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68 -- (Continued)

Subject and school level (1)	Number enrolled, 6/14/68 (2)	Percent passing (3)	Percent failing (4)
<u>MODERN LANGUAGES -- (CONT.)</u>			
Junior high - (Cont.)			
Spanish, FLES, 7th Grade.....	75	96.0	4.0
Spanish, FLES, year course, 7th Grade.....	16	100.0	--
Spanish, one semester course, 8th Grade.....	125	63.2	36.8
Spanish, two semester course, 8th Grade.....	1,912	86.0	14.0
Spanish, (Spanish 1), 8th Grade.....	128	89.8	10.2
Spanish, (Spanish 1), 9th Grade.....	948	92.8	7.2
Spanish, (Spanish 2), 9th Grade.....	114	97.4	2.6
Senior high:			
234 Beginning French, (Level 1).....	914	70.8	29.2
235 French, II, (Level 2).....	1,242	83.7	16.3
236 French, III, (Level 3).....	538	95.4	4.6
237 French IV, (Level 4).....	267	98.5	1.5
238 French V, (Level 5 Adv. Placement).....	38	100.0	--
254 Beginning Spanish, (Level 1).....	1,190	79.2	20.8
255 Spanish, II, (Level 2).....	1,360	88.1	11.9
256 Spanish, III, (Level 3).....	386	95.9	4.1
257 Spanish, IV, (Level 4).....	122	97.5	2.5
Spanish Conservation.....	16	100.0	--
261 Beginning German (Level 1).....	131	73.3	26.7
262 German II, (Level 2).....	121	79.3	20.7
263 German III (Level 3).....	7	85.7	14.3
271 Beginning Russian (Level 1).....	21	81.0	19.0
272 Russian II, (Level 2)	21	100.0	--
275 Beginning Chinese (Level 1).....	18	100.0	--
282 Beginning Italian, (Level 1).....	7	100.0	--
<u>MUSIC</u>			
Junior high:			
Required Vocal Music, 7th Grade.....	8,336	90.9	9.1
Required Vocal Music, 8th Grade.....	7,016	89.7	10.3
Required Vocal Music, 9th Grade.....	7,250	94.0	6.0
Instrumental Band, 7th Grade.....	435	99.5	.5
Instrumental Band, 8th Grade.....	446	97.5	2.5
Instrumental Band, Major, 9th Grade.....	302	98.0	2.0
Instrumental Orchestra, 7th Grade.....	552	98.7	1.3
Instrumental Orchestra, 8th Grade.....	411	99.0	1.0
Instrumental Orchestra, Major, 9th Grade.....	370	99.5	.5

Table 4.--Passing and Failing Marks Received in Each Specific Course, School Year 1967-68 -- (Continued)

Subject and school level (1)	Number enrolled, 6/14/68 (2)	Percent passing (3)	Percent failing (4)
MUSIC- (CONT.)			
Junior high: (Cont.)			
Practical Electives:			
Instrumental Orchestra (Strings) 7th Grade.....	12	100.0	--
Instrumental Orchestra (Strings) 8th Grade.....	6	100.0	--
Instrumental Orchestra (Strings) 9th Grade.....	2	100.0	--
Instrumental Orchestra, Mixed Chorus, 9th Gr....	39	100.0	--
Senior high:			
Music Appreciation, Major, 10th Grade (1 Yr. course).....	165	85.5	14.5
Music Appreciation, Major, 11th Grade.....	132	81.8	18.2
Music Appreciation, Major, 12th Grade.....	160	90.6	9.4
Music and Art, Major, 10th Grade, (1 Yr. Course),	14	85.7	14.3
Music and Art, Major, 11th Grade.....	15	86.7	13.3
Music and Art, Major, 12th Grade.....	37	97.3	2.7
Music Theory, Major, 10th Grade.....	9	88.9	11.1
Music Theory, Major, 11th Grade.....	1	100.0	--
Music Theory, Major, 12th Grade.....	15	100.0	--
Choral, Major, 10th Grade.....	248	92.7	7.3
Choral, Major, 11th Grade.....	167	91.0	9.0
Choral, Major, 12th Grade.....	142	97.2	2.8
Choral, Mixed Major, 10th, 11th, 12th Grades....	45	88.9	11.1
Orchestra, Major, 10th Grade.....	143	96.5	3.5
Orchestra, Major, 11th Grade.....	88	98.9	1.1
Orchestra, Major, 12th Grade.....	61	98.4	1.6
Band, Major, 10th Grade.....	202	89.6	10.4
Band, Major, 11th Grade.....	136	91.2	8.8
Band, Major, 12th Grade.....	101	98.0	2.0
Band Symphonic, Major, 10th Grade.....	66	100.0	--
Band Symphonic, Major, 11th Grade.....	46	100.0	--
Band Symphonic, Major, 12th Grade.....	41	100.0	--
Concert Band, Major, 10th Grade.....	57	100.0	--
Concert Band, Major, 11th Grade.....	23	100.0	--
Concert Band, Major, 12th Grade.....	21	100.0	--
Concert Choir, Major, 10th Grade.....	85	100.0	--
Concert Choir, Major, 11th Grade.....	59	100.0	--
Concert Choir, Major, 12th Grade.....	92	98.9	1.1
Chamber Choir, Major, 11th Grade.....	11	100.0	--
Chamber Choir, Major, 12th Grade.....	33	100.0	--
Choir, Major, 10th Grade.....	32	90.6	9.4
Choir, Major, 11th Grade.....	17	76.5	23.5
Choir, Major, 12th Grade.....	27	96.3	3.7
Harmony, Major, 10th Grade, (1 sem. course).....	5	100.0	--
Harmony, Major, 11th Grade.....	2	100.0	--
Harmony, Major, 12th Grade.....	33	100.0	--
Harmony, Theory, Major, 10th, 11th, 12th Grades..	11	100.0	--
Piano Class, Major, 10th Grade, (1 year course)..	16	87.5	12.5
Piano Class, Major, 11th Grade.....	9	100.0	--
Piano Class, Major, 12th Grade.....	10	100.0	--

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68 --(Continued)

Subject and school level	Number enrolled, 6/14/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)
<u>MUSIC --(CONT.)</u>			
Senior high:(Cont.)			
Applied Music Study with Outside Teachers,			
Major, 11th Grade.....	19	89.5	10.5
Organ Class, Major, 10th Grade.....	1	100.0	--
Organ Class, Major, 11th Grade.....	2	100.0	--
Organ Class, Major, 12th Grade.....	4	100.0	--
Instrumental Class, Major, 10th Grade.....	111	88.3	11.7
Instrumental Class, Major, 11th Grade.....	59	96.6	3.4
Instrumental Class, Major, 12th Grade.....	50	100.0	--
Vocal Class, Major, 10th Grade.....	3	100.0	--
Vocal Class, Major, 11th Grade.....	11	90.9	9.1
Vocal Class, Major, 12th Grade.....	15	93.3	6.7
Male Glee Club, Major, 10th Grade.....	4	100.0	--
Male Glee Club, Major, 11th Grade.....	1	100.0	--
Male Glee Club, Major, 12th Grade.....	6	100.0	--
Male Glee Club, Major, 10th, 11th, 12th Grades...	31	96.8	3.2
Female Glee Club, Major, 10th Grade.....	7	85.7	14.3
Female Glee Club, Major, 11th Grade.....	6	100.0	--
Female Glee Club, Major, 12th Grade.....	7	100.0	--
<u>PHYSICAL EDUCATION AND HEALTH INSTRUCTION</u>			
Junior high:			
Physical Education, 7th Grade.....	11,422	85.6	14.4
Physical Education, 8th Grade.....	9,841	85.2	14.8
Physical Education, 9th Grade.....	8,001	90.2	9.8
Personal and Family Living, 8th Grade.....	7,773	87.6	12.4
Personal and Family Living, 8th Gr. (one sem.)....	211	60.2	39.8
Personal and Family Living, 8th Gr. 2nd sem.....	133	74.4	25.6
Current Events.....	27	77.8	22.2
Senior high:			
Physical Education, Grade 10A.....	1,423	91.9	8.1
Physical Education, Grade 10B.....	4,600	80.8	19.2
Physical Education, Grade 11A.....	1,138	94.0	6.0
Physical Education, Grade 11B.....	3,273	89.6	10.4
Physical Education, Grade 12A.....	1,139	95.3	4.7
Physical Education, Grade 12B.....	4,023	94.4	5.6
Health Instruction, Boys:			
Personal Health, 10A.....	421	83.1	16.9
First Aid and Safety, 10B.....	1,978	82.1	17.9
Mental Health, 11A.....	400	87.2	12.8
Personal and Family Living, 11B.....	1,127	80.7	19.3
Community Health, 12A.....	665	88.7	11.3
Health Instruction, Girls:			
Personal Health, 10A.....	1,298	88.5	11.5
First Aid and Safety, 10B.....	1,551	86.8	13.2
Mental Health, 11B.....	523	97.1	2.9

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68-- (Continued)

Subject and school level	Number enrolled, 6/14/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)

PHYSICAL EDUCATION AND HEALTH INSTRUCTION--(CONT.)

Senior high: (Cont.)

Health Instruction, Girls: (Cont.)

Personal and Family Living, Grade 11B.....	2,341	89.1	10.9
Home Nursing, Grade 12A.....	639	91.4	8.6
Community Health, Grade 12B	1,697	92.5	7.5

Pilot Program, Boys:

Mental Health, Grade 11A.....	165	92.7	7.3
Personal and Family Living, Grade 11B.....			
Community Health, Grade 12B.....			

Pilot Program, Girls:

Mental Health, Grade 11A.....	262	95.8	4.2
Personal and Family Living, Grade 11B.....			
Home Nursing, Grade 12A.....			
Community Health, Grade 12B.....			

SCIENCE

Junior high:

General Science, 7th Grade.....	12,201	85.6	14.4
General Science, 8th Grade, 1st semester.....	3,695	88.6	11.4
General Science, 8th Grade, 2nd semester.....	4,350	85.5	14.5
General Science, 8th Grade, 1st and 2nd sem.....	775	87.4	12.6
General Science, 9th Grade.....	2,091	94.3	5.7
Introductory, Physical Science, 9th Grade.....	603	97.3	2.7
Biology, 9th Grade.....	659	98.0	2.0
Earth Science, 9th Grade.....	296	91.2	8.8

Senior high:

Biology.....	4,807	80.3	19.7
Chemistry.....	2,528	90.5	9.5
Physical Science.....	1,531	83.9	16.1
Physics.....	498	95.8	4.2
Biology, Advanced Placement.....	53	90.6	9.4
Biology, Advanced (Enrichment).....	19	89.5	10.5
Chemistry, Advanced Placement.....	42	100.0	--
Physics, Advanced Placement.....	42	83.3	16.7
Science Technology.....	10	100.0	--
Science, H.S.A.....	14	100.0	--
Fundamentals of Science.....	45	80.0	20.0
Laboratory Techniques.....	94	96.8	3.2

SOCIAL STUDIES

Junior high:

U.S. Geography, 7th Grade.....	11,280	85.1	14.9
American History, 8th Grade.....	9,731	85.3	14.7
Ancient and Medieval History, 9th Grade.....	3,027	94.5	5.5
Civics, Occupational Planning, 9th Grade.....	111	86.5	13.5
Civics, one semester, 9th Grade.....	4,343	88.1	11.9

Table 4.--Passing and Failing Marks Received in Each Specific Course,
School Year 1967-68 --(Continued)

Subject and school level	Number enrolled, 6/14/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)
<u>SOCIAL STUDIES--(CONT.)</u>			
Junior high:(Cont.)			
World Geography, 9th Grade, one semester.....	4,871	87.7	12.3
World Survey, 9th Grade.....	37	100.0	--
Sociology.....	19	89.5	10.5
Senior high:			
Modern History, 10th Grade.....	802	84.8	15.2
World History, 10th Grade.....	1,428	80.6	19.4
World Geography, 10th Grade.....	685	87.6	12.4
American History, 11th Grade.....	5,394	87.1	12.9
Advanced Geography, 12th Grade, one semester.....	212	84.4	15.6
American Government, 12th Grade one semester.....	3,159	90.8	9.2
Economics, 11th Grade, one semester.....	115	92.2	7.8
Economics, 12th Grade, one semester.....	334	90.1	9.9
Latin American History, 12th Grade, one semester.....	34	94.1	5.9
Law, 11th Grade, one semester.....	174	80.5	19.5
Law, 12th Grade, one semester.....	686	97.4	2.6
Sociology, 11th Grade, one semester.....	336	90.2	9.8
Sociology, 12th Grade, one semester.....	1,833	93.7	6.3
World Problems-Democracy and Communism:			
12th Grade, one semester.....	429	92.1	7.9
Social Living.....	54	96.3	3.7
Social Psychology, 11th Grade, one semester.....	27	70.4	29.6
Consumers Economics, 10th Grade.....	12	83.3	16.7
Modern History, Advanced Placement.....	30	100.0	--
Far East, 12th Grade, one semester.....	25	88.0	12.0
Law, (Modern Asia), 12th Grade, one semester.....	21	76.2	23.8
Negro History.....	100	94.0	6.0
African History.....	59	89.8	10.2
Urban Problems.....	24	91.7	8.3

Mrs. Gibson

Table 1.--Summary of Passing and Failing Marks Received in
the Twelve Major Subject fields, School Year 1967-68^{a/}

Subject field	Junior high schools			Senior high schools		
	Number enrolled 6/13/68	Percent passing	Percent failing	Number enrolled 6/13/68	Percent passing	Percent failing
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Art.....	22,991	91.7	8.3	2,089	93.7	6.3
Business Education..	15,020	87.1	12.9	11,552	86.7	13.3
English.....	35,729	86.8	13.2	18,364	89.1	10.9
Home Economics.....	12,021	91.9	8.1	3,195	92.5	7.5
Industrial Arts.....	12,759	89.2	10.8	2,985	89.8	10.2
Latin.....	875	92.6	7.4	514	89.7	10.3
Mathematics.....	27,259	83.6	16.4	9,505	78.7	21.3
Modern Languages....	7,087	90.9	9.1	6,399	84.5	15.5
Music.....	25,177	92.3	7.7	2,914	93.7	6.3
Physical Education..	37,408	86.7	13.3	28,663	88.5	11.5
Science.....	24,670	87.5	12.5	9,683	84.7	15.3
Social Studies.....	33,419	86.8	13.2	15,973	88.6	11.4
All fields.....	254,415	88.0	12.0	111,836	87.4	12.6

^{a/} Sources: For Tables 1-6 the basic data were obtained from the regular failure reports and attendance reports submitted by all secondary schools.

OFFICE OF EXECUTIVE SECRETARY

APR 2 1969

Prepared by
Department of Automated Information Systems
Statistical Office
March 28, 1969
BOARD OF EDUCATION, D.C.

Public Schools of the District of Columbia

ENROLLMENT IN MAJOR SUBJECT FIELD AS RELATED TO TOTAL
PUPIL MEMBERSHIP IN THE JUNIOR AND SENIOR HIGH
SCHOOLS, JUNE 1968 COMPARED TO JUNE 1967

OFFICE OF EXECUTIVE SECRETARY

APR 2 1969

BOARD OF EDUCATION, D.C.

Prepared by

Department of Automated Information Systems
Statistical Office
March 28, 1969

Table 1.-- Ratio of Subject Enrollments to Total Pupil Memberships in the Junior and Senior High Schools, June 1968 Compared to June 1967^{a/}

Subject field	Junior high schools				Senior high schools			
	June 13, 1968		June 15, 1967		June 13, 1968		June 15, 1967	
	Number enrolled	Percent of total membership ^{b/}	Number enrolled	Percent of total membership ^{b/}	Number enrolled	Percent of total membership ^{c/}	Number enrolled	Percent of total membership ^{c/}
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Art.....	22,991	78.2	24,021	86.6	2,089	12.4	1,771	10.4
Business education.....	15,020	51.1	14,237	51.3	11,552	68.6	12,036	70.9
English.....	35,729	121.5	31,149	112.3	17,138	101.8	17,721	104.3
Home economics.....	12,021	40.9	11,975	43.2	3,178	18.9	3,457	20.4
Industrial arts.....	12,759	43.4	12,751	46.0	3,013	17.9	3,598	21.2
Latin.....	875	3.0	814	2.9	514	3.1	542	3.2
Mathematics.....	27,259	92.7	25,662	92.5	9,505	56.4	9,606	56.6
Modern languages.....	7,087	24.1	6,726	24.2	6,399	38.0	6,213	36.6
Music.....	25,177	85.6	25,038	90.2	2,871	17.0	2,938	17.3
Physical education ^{d/}	37,408	127.2	36,335	131.0	28,663	170.2	31,396	184.8
Science.....	24,670	83.9	22,812	82.2	9,683	57.5	9,869	58.1
Social Studies.....	33,419	113.7	30,666	110.5	15,973	94.8	15,431	90.9

^{a/}Source: For Tables 1-3 the basic data were obtained from the regular failure reports and attendance reports submitted by all secondary schools.

^{b/}The total membership in junior high schools on June 13, 1968 was 29,403 while on June 15, 1967 it was 27,746.

^{c/}The total membership in senior high schools on June 13, 1968 was 16,843 while on June 15, 1967 it was 16,985.

^{d/}Physical education and Health instruction.

Table 2.-- Ratio of Enrollments in Home Economics and Industrial Arts to Number of Girls and Boys Respectively, in the Total Memberships of Junior and Senior High Schools, June 1968 Compared to June 1967

Subject field (1)	Junior High		Senior High	
	June 13, 1968 (2)	June 15, 1967 (3)	June 13, 1968 (4)	June 15, 1967 (5)
<u>Home economics:</u>				
(a) Girls in total school membership.....	14,921	14,019	9,001	9,051
(b) Enrollment in home economics.....	12,021	11,975	3,195	3,457
(c) Percent which (b) is of (a).....	80.6	85.4	35.5	38.2
<u>Industrial arts:</u>				
(a) Boys in total school membership.....	14,482	13,727	7,842	7,934
(b) Enrollment in industrial arts.....	12,759	12,751	2,985	3,598
(c) Percent which (b) is of (a).....	88.1	92.9	38.1	45.3

Table 3.--Ratio of Enrollments in the Individual Foreign Languages
to Total Pupil Memberships in the Junior and Senior High Schools
June 1968 Compared to June 1967

School level and subject field (1)	June 13, 1968		June 15, 1967	
	Number enrolled (2)	Percent of total mem- bership ^{a/} (3)	Number enrolled (4)	Percent of total mem- bership ^{b/} (5)
<u>Junior high:</u>				
French.....	3,500	11.9	3,835	13.8
Latin.....	875	3.0	814	2.9
Spanish.....	3,587	12.2	2,891	10.4
Total.....	7,962	27.1	7,540	27.2
<u>Senior high:</u>				
French.....	2,999	17.8	2,870	16.9
German.....	259	1.5	405	2.4
Latin.....	514	3.1	542	3.2
Russian.....	42	.2	48	.3
Spanish.....	3,074	18.3	2,890	17.0
Italian.....	7	.04	--	--
Chinese.....	18	.1	--	--
Total.....	6,913	41.0	6,755	39.8

a/ On June 13, 1968, the total pupil membership in the junior high schools was 29,403 and in the senior high schools it was 16,843.

b/ On June 15, 1967, the total pupil membership in the junior high schools was 27,746 and in the senior high schools it was 16,985.

